Page Last Modified: 08/06/2018

Section I - District LEA Information

1. **What is the name of the district administrator responsible for entering the Instructional Technology Plan data?**

    Seth McGowan

2. **What is the title of the district administrator responsible for entering the Instructional Technology Plan data?**

    Superintendent

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 08/06/2018

Section II - Strategic Technology Planning

1. What is the overall district mission?

The Tupper Lake Central School District is in partnership with the students' community and home to help each one achieve academic and personal excellence.

2. What is the vision statement that guides instructional technology use in the district?

Our vision is to meet the technological needs of our schools in an ethical and sustainable manner, promoting digital citizenship, school safety, and preparing all to work and live in a global community.

3. List three goals that will drive the attainment of the vision.

	List Goals
Goal 1	Based on the most recent needs assessment, two members of the Technology Team will meet with the Professional Development Team in May and November of each year to design, deliver and measure the outcomes of two related, Standards-based, in-service opportunities to be conducted within the following six months for staff, students, and community members.
Goal 2	By October 1 of each academic year, at each building, grade level or subject area department teams will use technology based tools to specify instructional tools and formative data collection/monitoring periods with dates to be used to measure growth in specific identified areas of weakness.
Goal 3	Each year TLCSD will assess the technological needs of teachers and students and provide equal access to technology and opportunities for teaching and learning.

4. Do you want to list a fourth goal that will drive attainment of the vision?

Yes

4a. List Goal #4

Within a year, develop a program wherein students will have access to district technology resources in the interest of self-guided, managed, active learning and discovery to support maker culture, technological independence, and digital presence for at least 60 minutes outside of the school day.

5. Do you want to list a fifth goal that will drive attainment of the vision?

No

Page Last Modified: 08/06/2018

6. **Summarize the planning process used to develop answers to the Instructional Technology Plan questions and/or your district comprehensive instructional technology plan. Please include the stakeholder groups participating and the outcomes of the instructional technology plan development meetings.**

Committee Makeup The Tupper Lake Central School Instructional Technology Committee consists of: Administrative Group* Seth McGowan – Superintendent of Schools Russell Bartlett – Middle-High School Principal Michele Pinard – Elementary School Principal Matt Southwick – Director of Special Programs   Curriculum Coordinators* Bret Fancher – District Technology Coordinator Melissa Savage – 7-12 ELA Coordinator Shannon Tremblay – PK-6 Math Coordinator Vickie Plumley – K-12 Speech/Adaptive Technology   At-Large Membership* Zach Arthur – 9-12 ELA Kate Bennett – 9-12 Special Education Meehan Bourgeois – K-2 Reading Wendy Cross – K-12 Art/Technology Chris Savage – Grade 4 Hannah Zehr – Grade 5/Consultant   * Administrative group members and Curriculum coordinators were specifically invited to serve on the committee. At-large members were selected from a volunteer pool to provide depth and breadth of perspective and experience.   Committee Work Summary The committee met formally on six occasions during the 2017-18 school year, with a number of group and subcommittee work sessions engaged between formal meetings. Meeting summary and outcomes as follows: Meeting #1, February 14, 2018: Orientation, introduction to plan structure and content. Bright Bytes data survey introduction. SMART Goal-setting process. Vision discussion. Outcomes – Framework of vision developed. Committee members will refine vision thoughts in shared document between now and next meeting.   Meeting #2, February 27th, 2018: Review/refine vision statement. Align vision with CASE elements. Create goal statements from vision. Outcomes – Vision finalized and goals developed from vision. Goals categorized and refined into categories relating to Classroom, Access, Skills, and Environment (CASE). Final goal ideas were agreed upon. Meeting #3, March 21st, 2018: Refine and finalize goal statements. Assign goals to groups for detailed action plan. Outcomes – Final goals articulated. Groups set to work on developing SMART goals and action plans toward implementation.   Meeting #4, April 16th, 2018: Communicate goals and present implementation strategies. Outcomes – Group members rotated through all other groups to become versed in the work of each toward implementation. Critique and feedback were provided in each group to help refine and streamline action plans.   Meeting #5, May 22nd, 2018: Communicate goals and present refined implementation strategies. Outcomes – Team members again worked across groups to ensure exposure to all perspectives. Critique and feedback were also again provided in each group to help refine and streamline action plans.   Meeting #6, June 14th, 2018: Complete action plans and implementation strategies. Discussion of goals as implemented into whole plan. Division of labor toward plan completion. Outcomes – Groups completed action plans for goal implementation. Portions of the written plan document were parsed to individuals/groups for completion.

Page Last Modified: 08/06/2018

7. **Please describe the professional development plan for building the capacity of educators and administrators in the attainment of the instructional technology vision.**

The Tupper Lake Central School District (TLCSD), in keeping with its mission and vision, is committed to raising the knowledge, skills, and opportunity of the students it serves. It is the vision of the District's Instructional Technology Plan to "Meet the the technological needs of our schools in an ethical and sustainable manner, promoting digital citizenship, school safety, and preparing all to work and live in a global community." The TLCSD Professional Development Plan ensures that educators will have ongoing opportunities to develop and foster the very best in our youth. Included in the focus purpose of the Professional Development Committee is the area of technological use and understanding by staff and student alike. It is the mission of this school district and the Tupper Lake Community to set high expectations for our children while providing a well-rounded educational program. Ultimately it is the goal of the district and community alike to enable our graduates to be productive and successful citizens. This commitment to student academic and personal improvement on the part of the Tupper Lake Central School District is directly tied to the skill sets and abilities of the professionals that work everyday with our student body. Using Technology by staff and students to advance this mission is an integral part of the instructional program at TLCSD. Research indicates teacher quality is the single most powerful influence on student achievement, and therefore it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. The Professional Development plan aims to increase our knowledge and understanding of best practices, including in the area of technology, to incorporate new and innovative practices, retain new educators, and meet the NYSED requirements for professional development. New York State's Professional Development Standards provide a blueprint for high-quality professional development for all educators to improve instruction and to raise student achievement results. These standards promote and sustain continuous development, growth, and examination of practice. They also provide clearly defined expectations and commitment to change. They are aligned with the Common Core Learning Standards and are based on an analysis and adaptation of Learning Forward (formerly National Staff Development Council) Standards for Staff Development as well as other national, state, and professional standards. The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. Tupper Lake CSD embraises these standards in its PD plan. They include, among other key factors, Technology and evaluation. Tupper Lake's PD plan promotes technological literacy and facilitates the effective use of all appropriate technology. It evaluates these programs using multiple sources of information to assess its effectiveness in improving professional technology. The TLCSD Professional Development plan looks to provide a framework by which to create ongoing educational opportunities to the Tupper Lake Central School District faculty and staff. Professional Development in the area of Technology is a subset of the PD Plan, and on the PD team's rolling Agenda. The Tupper Lake Professional Development Team meets every other month to monitor, plan, and implement professional development aligned to district initiatives. The Goals as outlined in the Instructional Technology Plan will be reviewed by the local Professional Development Committee beginning in September of 2018. Appropriate Technology Inservice opportunities offered in multiple Professional Development Learning Platforms will be created beginning in the fall of 2018. These PD opportunities will be planned and directly aligned to Goals 1,2 & 3 of the Instructional Technology Plan. In addition, the technology Team will provide two "crossover" members of it's committee to become permanent stakeholders on the PD team.

Page Last Modified: 08/06/2018

8. **How will the instructional technology goals be measured and evaluated during and after implementation? Be sure to include any tools or metrics that are part of this evaluation process.**

Goal 1: Based on annual needs assessment data and outcomes results of technology trainings held with staff, students and community members: 1. By November of each year, results of the internally developed needs assessment data will be collected, analyzed, and shared in June with Professional Development/Technology sub-Committee meetings and two Standards-based in-service technology opportunities will be identified for staff, students and community members; these results will be recorded in sub-committee minutes. 2. By May of each year, publications offering two Standards-based in-service technology opportunities for staff, students and community members will be produced. Attendance records and evaluations for each will be collected. 3. In June of each year, evaluation outcomes of technology opportunities will be tallied, analyzed and shared with staff, students and community members. These will be maintained in archives.   Goal 2: By October 1, each Principal will submit a Google Sheet to the Superintendent for his or her Building that contains a list of Department and/or Grade level teams : 1. Technology-based instructional tools to be used during academic year 2. Formative data collection/monitoring periods (with dates) 3. Areas of weakness to be targeted for improvement   Goal 3: Based on annual teacher and student survey outcomes, determine and compare ratios of number of teachers and students who have access to technology and opportunities for teaching and learning through:

1.   tracking purchases of hardware and software actually purchased

2.   tracking #s, grade levels, departments and courses of teachers that receive and utilize hardware and software

3.   totaling and comparing #s of students served in grade levels, departments and courses that receive and utilize hardware and software

  Goal # 4: A checklist with the following items will be completed: 1. By April 2019, guidelines for maker spaces in Grade levels 3-6, 7-9 and 10-12 will be submitted to appropriate building principals. 2.   By June 2019, a budget for resources, including staffing and equipment, will be created and submitted to building principals. 3. By August 2019, locations in each building for maker spaces will be identified. 4. By September 2019, rules for each maker space will be created. 5. Quarterly evaluations will be collected in November 2019; January, April, and June 2020 from staff and students. Modifications to guidelines, space, staffing, etc. will be made based on quarterly evaluations; evidence of modifications will be maintained.

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Page Last Modified: 08/06/2018

Section III - Action Plan

Overview: This section requires specific action steps that will be taken in order to achieve each of the goals presented in Section II of the plan. Each goal will have its own page in the plan. For this page, copy Goal #1, which you listed in Section II, Question 3, and respond to all questions below.

1. **Goal #1**

   Based on the most recent needs assessment, two members of the Technology Team will meet with the Professional Development Team in May and November of each year to design, deliver and measure the outcomes of two related, Standards-based, in-service opportunities to be conducted within the following six months for staff, students, and community members.

2. **Select the NYSED goal that best aligns with this district goal.**

   5. Provide access to relevant and rigorous professional development to ensure educators and leaders are proficient in the integration of learning technologies

3. **Target Student Population(s). Check all that apply.**

☑ All students	☐ Migrant students
☐ Pre-K-2	☐ Homeless students
☐ Grades 3-5/6	☐ Economically disadvantaged students
☐ Middle School	☐ Students between the ages of 18-21
☐ High School	☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Collaboration	Meeting with Professional Development and Technology Team to review Needs Assessment and determine priorities for in-services. Establish baseline data to be collected through review of student performance data.	Superintendent	N/A	July (07)	2018	0
Action Step 2	Planning	Design in-service course curriculum, materials, and assessments to address the identified needs. Select instructor and establish schedule for two specific	Instructional/ PD	N/A	Sept. (09)	2018	

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
		and unique sessions. Allow enrollment through My Learning Plan.	Coach				
Action Step 3	Professional Development	Conduct in-service sessions.	Instructional Technology Coach	N/A	Oct. (10)	2018	$1,000
Action Step 4	Evaluation	Collect student performance data and compare with the baseline established. Take corrective action in the next set of in-service offerings.	Superintendent	N/A	June (06)	2019	0

5.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #1 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Respon	(No Response)	(No Respon	(No Response)	(No Respon	(No Respon	(No Response)

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	se)		se)		se)	se)	
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 08/06/2018

Section III - Action Plan

Copy Goal #2, which you listed in Section II, Question 3,and respond to all questions below.

1. **Goal #2**

By October 1 of each academic year, at each building, grade level or subject area department teams will use technology based tools to specify instructional tools and formative data collection/monitoring periods with dates to be used to measure growth in specific identified areas of weakness.

2. **Select the NYSED goal that best aligns with this district goal.**

2. Provide technology-enhanced, culturally- and linguistically-responsive learning environments to support improved teaching and learning

3. **Target Student Population(s)**

☑ All students   ☐ Migrant students
☐ Pre-K-2   ☐ Homeless students
☐ Grades 3-5/6   ☐ Economically disadvantaged students
☐ Middle School   ☐ Students between the ages of 18-21
☐ High School   ☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities   credit recovery programs
☐ ELL/MLLs   ☐ Other (please identify in Question 3a, below)

4. **List the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 1	Research	Determine specific summative data sources to be used.	Building Principal	N/A	June (06)	2018	0
Action Step 2	Research	Collect data from identified data sources.	Building Principal	N/A	June (06)	2018	0
Action Step 3	Evaluation	Review three summative data sources from the previous academic year.	Building Principal	N/A	July (07)	2018	0

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 4	Planning	Identify areas to target for improvement.	Building Principal	N/A	July (07)	2018	0

5. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #2 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
Action Step 5	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 6	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 7	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)
Action Step 8							

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you chose "Other" Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated cost
	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 08/06/2018

Section III - Action Plan

Copy Goal # 3, which you listed in Section II, Question 3, and respond to all questions below.

1.   **Goal #3**

Each year TLCSD will assess the technological needs of teachers and students and provide equal access to technology and opportunities for teaching and learning.

2.   **Select the NYSED goal that best aligns with this district goal.**

   3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3.   **Target Student Population(s)**

☐ All students	☐ Migrant students
☒ Pre-K-2	☐ Homeless students
☒ Grades 3-5/6	☐ Economically disadvantaged students
☒ Middle School	☐ Students between the ages of 18-21
☒ High School	☐ Students who are targeted for dropout prevention or
☒ Students with Disabilities	credit recovery programs
☐ ELL/MLLs	☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Planning	Develop and implement staff & student survey.	Superintendent	N/A	Oct. (10)	2018	0
Action Step 2	Research	Analyze Data from Staff & Student Survey, and share the results with staff & students.	Building Principal	N/A	Jan. (01)	2019	0
Action Step 3	Budgeting	Determine sources of funding available.	Business Official	N/A	March (03)	2019	0

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 4	Budgeting	Appropriate funding with emphasis on equal access in the upcoming budget cycle.	Business Official	N/A	May (05)	2019	0

5. **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #3 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Evaluation	(No Response)	Director of Technology	(No Response)	Jan. (01)	2019	(No Response)
Action Step 6	Communications	(No Response)	Director of Technology	(No Response)	Feb. (02)	2019	(No Response)
Action Step 7	Coll	(No Response)	Oth	Technol	Mar	201	(No

2018-2021 Instructional Technology Plan - 2018

III. Action Plan - Goal 3

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
	aboration		er (please identify in next column, to the right)	ogy Committee	ch (03)	9	Response)
Action Step 8	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)	(No Response)

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Page Last Modified: 08/06/2018

Section III - Action Plan

Copy Goal # 4, which you listed in Section II by responding "Yes" to Question 4, and respond to all questions below.

1.   **Goal #4**

Within a year, develop a program wherein students will have access to district technology resources in the interest of self-guided, managed, active learning and discovery to support maker culture, technological independence, and digital presence for at least 60 minutes outside of the school day.

2.   **Select the NYSED goal that best aligns with this district goal.**

3. Increase equitable access to high-quality digital resources and standards-based, technology-rich learning experiences

3.   **Target Student Population(s)**

☑ All students   ☐ Migrant students
☐ Pre-K-2   ☐ Homeless students
☐ Grades 3-5/6   ☐ Economically disadvantaged students
☐ Middle School   ☐ Students between the ages of 18-21
☐ High School   ☐ Students who are targeted for dropout prevention or
☐ Students with Disabilities   credit recovery programs
☐ ELL/MLLs   ☐ Other (please identify in Question 3a, below)

4.   **List the action steps that correspond to Goal #4 from your answer to Question 1, above.**

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N.A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 1	Collaboration	Establish the guidelines for creating and supporting maker spaces in levels 3-6, 7-9, and 10-12.	Other (please identify in next column, to the right	Technology Committee	April (04)	2019	0

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here. Otherwise, please write "N/A."	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
			)				
Action Step 2	Budgeting	Determine if there are costs for staffing and equipment.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2019	0
Action Step 3	Planning	Determine locations and equipment that will be made available and how spaces will be staffed.	Building Principal	N/A	June (06)	2019	0
Action Step 4	Infrastructure	Determine if space location requires additional technological support (wifi hubs, charging stations and ports).	Director of Technology	N/A	July (07)	2019	0

5.   **This question is optional. If more action steps are needed, continue to list the action steps that correspond to Goal #4 from your answer to Question 1, above.**

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
Action Step 5	Implementation	Initial committee meets again to review space and evaluate if rules for space need to be adjusted. Then rules will be posted and shared with faculty/staff, including the mission/purpose of the space and what a facilitator of that space should do while it is in use.	Other (please identify in next column, to the right)	Technology Committee	Sept. (09)	2019	0
Action Step 6	Evaluation	Quarterly and trimesterly evaluation of space use. Gather data and input from staff and students, examine equipment for wear and tear and determine value of program.	Building Principal	N/A	June (06)	2020	0
Action Step 7	Planning	Changes will be made according to the evaluations and data collected during the 2019-2020 school year.	Other (please identify in next column, to the right)	Technology Committee	June (06)	2020	0
Action Step 8	Implementation	Open programs for trial run, approximately 3-6 weeks.	Other (please	New Staff	June (06)	2020	$65,000

Page Last Modified: 08/06/2018

	Action Step - Select one category.	Action Step - Description	Responsible Stakeholder. Select one.	If you selected 'Other' Responsible Stakeholder in the column to the left, please identify here.	Anticipated month of completion	Anticipated year of completion	Anticipated Cost
			identify in next column, to the right)				

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Page Last Modified: 08/06/2018

Section IV - NYSED Initiatives Alignment

Page Last Modified: 08/06/2018

1. **Explain how the district use of instructional technology will serve as a part of comprehensive and sustained effort to support rigorous academic standards attainment and performance improvement for students.**

The goals articulated within this submission are included in, but not the entirety of a more comprehensive plan for technology. However, our vision to meet the technological needs of our schools in an ethical and sustainable manner, promoting digital citizenship and safety, and preparing all to work and live in a global community remains the same.   The complete strategic planning process of the Tupper Lake Central School District coordinates the various systems that are a part of improving student outcomes. The Targeted improvement Workplan is designed to focus the Administration and Staff on specific areas identifies a priorities for a single school year. More comprehensive planning takes place over a longer period of time and identifies goals in three to five year periods of time. The Targeted Improvement Workplan extracts the necessary annual steps toward achieving those long-range goals from each of the five existing plans. Those plans are as follows:

• Technology
• Professional Development
• Curriculum, Instruction, Assessment, & Data
• Safety
• Finance

Strategic Planning Process The Tupper Lake Central School District utilizes a model for long-range planning developed by the Superintendent of Schools called the "Uniform District Comprehensive Plan". Within the model committees are formed in the areas listed above. Each committee is chaired by a member of the Administrative team and includes members from technology staff, curriculum directors, directors of pupil personnel services, teachers, and school library media specialists, and (at times) parents or community members.   The Uniform District Comprehensive Plan is the operational document for all aspects of any given area (knows as "system".) Each system plan contains four uniform sections. Those sections are the introduction, body, planning, and integration. Each section (Technology plan shown) contains a uniform set of sub-sections as follows:

1. Introduction
1. Philosophy
2. History
3. Organization
2. Body
1. Educational Technology
2. Classroom Management
3. Professional Resources
4. School Operations
5. Infrastructure
6. Safety
3. Planning
1. Evaluation
2. Short-Range Goals 1yr
3. Medium-Range Goals 3yr
4. Long-Range Goals 5yr
4. Integration
1. Budget
2. Technology
3. Instruction
4. Facilities
5. Financial
6. Safety

The primary job of the committee for each of the systems is to set the vision for their group, evaluate the progress, of long-range (more than five year), medium-range (three to five year), and short-range (one to two year) goals, and adjust the goals according to new research, data, or other relevant factors. Committees meet no less than six times per year. The agendas are developed by the committee chairperson with input from the committee members. The agendas are reviewed at bi-weekly Administrative Team Meetings. There, integration between the various systems can be overseen, and the needs or resources for the various activities can be allocated. The Integration section of each plan guarantees that there are adequate resources planned across all of the system plans. Items contained in the Short-Range Goals are compiled and a document called the "Targeted Annual Improvement Workplan" is published. Each action step within the document is placed on a schedule for reporting at Faculty Meetings, Parent Meetings, Administrative Team Meetings, and Board of Education Meetings. The Targeted improvement Workplan is designed to focus the Administration and Staff on specific areas identifies a priorities for a single school year. More comprehensive planning takes place over a longer period of time and identifies goals in three to five year periods of time. The Targeted Improvement Workplan extracts the necessary annual steps

Page Last Modified: 08/06/2018

toward achieving those long-range goals from each of the five existing plans.   Technology Standards The National Educational Technology Standards and Performance Indicator for Teachers, Students, and Administrators provide concrete goals for achievement in each of the three areas. Specifically, these key points form the basis for the Technology Planning Team. They are: For Teachers

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

For Students

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship

For Administrators

1. Visionary Leadership
2. Digital-Age Learning Culture
3. Excellence in Professional Practice
4. Systemic Improvement
5. **Digital Citizenship**

The vision of the Tupper Lake Central School District is to be in partnership with students' community and home to help each one achieve academic and personal excellence. Additionally, It is the mission of our District and this community to set high expectations for our youth and to provide a well-rounded educational program which will enable our graduates to be productive and successful in their personal and professional lives. Core Beliefs

• Students' best interests are at the core of everything we do
• A safe, positive, and caring environment fosters learning
• Teamwork helps everyone achieve their best
• The community and home are important partners to the school
• Everyone is a role model for students
• Students are citizens of our community and leaders of tomorrow
• Character and values are an essential part of education

Page Last Modified: 08/06/2018

2. **Students with disabilities may be served through the use of instructional technology as well as assistive technology devices and services to ensure access to and participation in the general curriculum. Describe how instruction is differentiated using technology to support the individualized learning needs of this student group.**

At Tupper Lake Central School District, technology is used to support individualized learning and differentiation among students with disabling conditions. An assistive technology evaluation of student needs is completed in accordance with CSE guidelines. Students employ a variety of developmentally appropriate technical tools to compete in curriculum, using a low technology to high technology spectrum to determine what appropriately meets student needs. These tools can impact the manner in which students respond to, become engaged with, and demonstrate knowledge.   Tools used for differentiation based on disabling condition include, but are not limited to the following:
- pen readers
- spell/grammar check devices
- text-to-speech and speech-to-text software
- document cameras
- scanners
- accessible electronic documents
- word processing
- large-screen calculators
- alternative input devices (touch screens/on screen keyboards)
- Braille printing
- magnification
- screen readers
- communication devices (FM systems)
- coupling accessories (technology that can work directly with cochlear implants and hearing aids)
- closed captioning
- Audio books
  Instructional strategies used for differentiation based on disabling condition include, but are not limited to the following:
- Research and evidence based practices
- Qualified, specialized personnel
- Age/grade/developmentally appropriate levels of instruction

3. **How does the district utilize technology to address the needs of Students with Disabilities to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

- ☐ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system).
- ☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
- ☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
- ☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
- ☑ Assistive technology is utilized.
- ☑ Technology is used to increase options for students to demonstrate knowledge and skill.
- ☑ Learning games and other interactive software are used to supplement instruction.
- ☐ Other (please identify in Question 3a, below)

2018-2021 Instructional Technology Plan - 2018

IV. NYSED Initiatives Alignment

Page Last Modified: 08/06/2018

4. **Please select the professional development that will be offered to teachers of Students with Disabilities that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

☑ Technology to support writers in the elementary classroom
☑ Technology to support writers in the secondary classroom
☑ Research, writing and technology in a digital world
☑ Enhancing children's vocabulary development with technology
☑ Reading strategies through technology for students with disabilities
☑ Choosing assistive technology for instructional purposes in the special education classroom
☑ Using technology to differentiate instruction in the special education classroom

☑ Using technology to increase options for students with disabilities to demonstrate their knowledge and skills
☑ Multiple ways of assessing student learning through technology
☑ Electronic communication and collaboration
☑ Promotion of model digital citizenship and responsibility
☑ Integrating technology and curriculum across core content areas
☑ Helping students with disabilities to connect with the world
☐ Other (please identify in Question 4a, below)

5. **How does the district utilize technology to address the needs of English Language Learners/Multilingual Learners to ensure equitable access to instruction, materials, and assessments? Check all that apply.**

☑ Class lesson plans, materials, and assignment instructions are available to students and families for 'anytime, anywhere' access (such as through class website or learning management system)
☐ Direct instruction is recorded and provided for students to access asynchronously (such as through a learning management system or private online video channel).
☑ Technology is used to provide additional ways to access key content, such as providing videos or other visuals to supplement verbal or written instruction or content.
☑ Text to speech and/or speech to text software is utilized to provide increased support for comprehension of written or verbal language.
☑ Home language dictionaries and translation programs are provided through technology.
☑ Hardware that supports ELL/MLL student learning, such as home-language keyboards, translation pens, and/or interactive whiteboards, is utilized.
☑ Technology is used to increase options for students to demonstrate knowledge and skill, such as through the creation of a product or recording of an oral response.
☑ Learning games and other interactive software are used to supplement instruction.
☐ Other (please identify, in Question 5a, below)

6. **The district's instructional technology plan addresses the needs of English Language Learners/Multilingual learners to ensure equitable access to instruction, materials, and assessments in multiple languages.**

Yes

6a. **If Yes, check one.**

In the 5 most spoken languages in the district

6b. **If 'Other' was selected in 6a, above, please explain here.**

(No Response)

Page Last Modified: 08/06/2018

7. **Please select the professional development that will be offered to teachers of English language learners/multilingual learners that will enable them to differentiate learning and to increase their student language and content learning with the use of technology. Check all that apply.**

- ☑ Technology to support writers in the elementary classroom
- ☑ Technology to support writers in the Secondary classroom
- ☑ Research, writing and technology in a digital word
- ☑ Writing and technology workshop for teachers
- ☑ Enhancing Children's Vocabulary Development with technology
- ☑ Writer's workshop in the Bilingual classroom
- ☑ Reading strategies for English Language Learners
- ☑ Moving from learning letters to learning to read
- ☑ The power of technology to support language acquisition
- ☑ Using technology to differentiate instruction in the language classroom

- ☑ Multiple ways of assessing student learning through technology
- ☑ Electronic communication and collaboration
- ☑ Promotion and model digital citizenship and responsibility
- ☑ Integrating technology and curriculum across core content areas
- ☑ Web authoring tools
- ☑ Helping students connect with the world
- ☑ The interactive whiteboard and language learning
- ☑ Use camera for documentation
- ☐ Other (please identify in Question 7a, below)

8. **How does the district use instructional technology to facilitate culturally-responsive instruction and learning environments?**

- ☑ The district uses instructional technology to strengthen relationships and connections with families to assist in building a culturally responsive learning environment to enhance student learning.
- ☑ The district uses instructional technology to facilitate classroom projects that involve the community.
- ☑ The district uses instructional technology to develop and organize coherent and relevant units, lessons, and learning tasks that build upon students' cultural backgrounds and experiences.
- ☑ The district uses instructional technology to assist in varying teaching approaches to accommodate diverse learning styles and language proficiencies.
- ☑ The district uses instructional technology to enable students to communicate and collaborate with students in different schools or districts in New York State, the United States, or with different countries.
- ☑ The district uses instructional technology to facilitate collaborative classroom projects among heterogeneous student groups.
- ☐ The district does not use instructional technology to facilitate culturally responsive instruction.
- ☐ Other (please identify in Question 8a, below)

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 08/06/2018

Section V - Administrative Management Plan

1.   **Staff Plan**

	Full-time Equivalent (FTE)
District Technology Leadership	0.50
Instructional support	0.50
Technical Support	1.00
Totals:	**2.00**

2.   **Investment Plan**

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
1	End User Computing Devices	N/A	100,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
2	Network and Infrastructure	N/A	50,000	Annual	☐ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid	N/A

V. Administrative Management Plan

Page Last Modified: 08/06/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	
3	Professional Development	N/A	75,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right) ☐ N/A	N/A
4	Staffing	N/A	175,000	Annual	☑ BOCES Co-Ser purchase ☑ District Operating Budget ☐ District Public Bond ☐ E-Rate ☐ Grants ☐ Instructional Materials Aid ☐ Instructional Resources Aid ☐ Smart Schools Bond Act ☐ Other (please identify in next column, to the right)	N/A

Page Last Modified: 08/06/2018

	Anticipated Item or Service. Select one per row.	If you chose 'Other' Anticipated Item or Service in the column to the left, please identify here. Otherwise, please write "N/A."	Estimated Cost	Is Cost One-time, Annual, or Both?	Potential Funding Source. May check more than one source per item.	If you chose 'Other' Potential Funding Source in the column to the left, please identify here. Otherwise, please write "N/A."
					☐ N/A	
Totals:			400,000			

3.   **Has the school district provided for the loan of instructional computer hardware to students legally attending nonpublic schools pursuant to Education Law, section 754?**

   Yes

4.   **Please indicate whether or not the district has a public website.**

   The district has a public website.

   4a.   **Provide the URL of the district's public website.**

   http://www.tupperlakecsd.net

5.   **Please indicate whether or not the district has assigned a specific person with responsibility for Information Security.**

   No

6.   **Please indicate whether or not the district has assigned a specific person with responsibility for Information Privacy.**

   Yes

   6a.   **If 'Yes' was selected in Question 6 above, please identify the responsible person's title.**

   Business Administrator

7.   **Has a district-wide information security and/or privacy audit ever been performed in the district?**

   Yes

   7a.   **If 'Yes' was selected in Question 7 above, please identify how often a security and/or privacy audit has been performed?**

   Once

   7b.   **If 'Yes' was selected in Question 7 above, please indicate whether the audit(s) was/were performed by an independent 3rd party contractor.**

   Yes - all audits were performed by a 3rd party contractor

8.   **Does the school district provide for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms?**

   Yes

9.   **Does the school district provide for educating minors about cyberbullying awareness and response?**

   Yes

10.   **Does the district have an Internet Safety Policy?**

   Yes, and I will provide the URL to the policy.

Page Last Modified: 08/06/2018

10b. **Please provide the URL to the district's Internet Safety Policy.**

http://www.boarddocs.com/ny/tlcsd/Board.nsf/goto?open&id=AWEU9276DA21

11. **Does the district have a Cyberbullying Policy?**

Yes, and I will provide the URL to the policy.

11b. **Please provide the URL to the district's Cyberbullying Policy.**

http://www.boarddocs.com/ny/tlcsd/Board.nsf/goto?open&id=AWEU7V76D9FC

12. **Does the district have a Parents' Bill of Rights for Data Privacy and Security?**

No. The district does not have a Parents' Bill of Rights for Data Privacy and Security.

13. **Does the district have an information breach policy that addresses the district's planned response to an information breach?**

Yes, and I will provide the URL to the policy.

13b. **Please provide the URL to the policy that addresses the district's planned response to an information breach.**

http://www.boarddocs.com/ny/tlcsd/Board.nsf/goto?open&id=AWEU3Y76D97F

14. **Provide a direct link to the district's technology plan as posted on the district's website.**

https://www.tupperlakecsd.net/home/departments/technology-committee/tech-plan

For help with completing the plan, please visit 2018-2021 ITP Resources for Districts, contact your district's RIC, or email edtech@nysed.gov.

Page Last Modified: 08/06/2018

Sharing Innovative Educational Technology Programs

1. **Please choose one or more topics that reflect an innovative educational technology program that has been implemented for at least two years at a building or district level. Use 'Other' to share a category that is not on the list.**

☐ Active Learning Spaces/Makerspaces	☐ Policy, Planning, and Leadership
☐ Culturally Responsive Instruction with Technology	☐ Privacy and Security
☐ Device Planning and Implementation (1:1; BYOD)	☐ Professional Learning
☐ Digital Citizenship	☐ Project-based Learning
☐ Infrastructure	☐ Other Topic A
☐ OER and Digital Curriculum	☐ Other Topic B
☐ Personalized Learning	☐ Other Topic C
☐ Pilots and Proof of Concept	

2. **Provide the name, title, and e-mail of the person to be contacted in order to obtain more information about the innovative program(s) at your district.**

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply.
Please complete all columns.	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

3. **If you want to list multiple contact points for the innovative programs above, please provide the names, titles, and e-mail addresses of the people to be contacted in order to obtain more information about the innovative program(s) at your district.**

Page Last Modified: 08/06/2018

	Name of Contact person	Title	E-mail address	Innovative Programs. Check all that apply for each contact name.
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum

Page Last Modified: 08/06/2018

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makers paces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning

Page Last Modified: 08/06/2018

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning ☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C
Please complete all columns	(No Response)	(No Response)	(No Response)	☐ Active Learning Spaces/Makerspaces ☐ Culturally Responsive Instruction with Technology ☐ Device Planning and Implementation (1:1, BYOD) ☐ Digital Citizenship ☐ Infrastructure ☐ OER and Digital Curriculum ☐ Personalized Learning

Page Last Modified: 08/06/2018

	Name of Contact person	**Title**	**E-mail address**	**Innovative Programs. Check all that apply for each contact name.**
				☐ Pilots and Proof of Concept ☐ Policy, Planning, and Leadership ☐ Privacy and Security ☐ Professional Learning ☐ Project-based Learning ☐ Other Topic A ☐ Other Topic B ☐ Other Topic C

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